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ABSTRACT

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students covers the topics of empowerment and teamwork. It includes the following components: (1) a narrative summary of the topics; (2) a discussion of employee empowerment; (3) a discussion of teamwork and self-directed teams; (4) a discussion of leadership and shared vision; and (5) a summary of training needs. A bibliography lists 14 references. Handouts and transparency masters are included. (KC)

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TOTAL QUALITY MANAGEMENT (TQM)

TRAINING MODULE

ON

"EMPOWERMENT / TEAMWORK"

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EMPOWERMENT / TEAMWORK

CONTENTS:

1. Introduction 3
2. Narrative 4
3 Employee Empowerment 13
4. Teamwork/Self-Directed Teams 33
5. Leadership/Shared Vision 85
6. Training 123
7. Bibliography 129

EMPOWERMENT/TEAMWORK

INTRODUCTION:

This module contains two separate cornerstones of Total Quality Management, but are combined here because empowered employees make teamwork more effective. The following module discusses empowerment, characteristics of teams, kinds of teams, vision, training, and leadership.

An empowered team is a group of empowered workers who will be more productive than single empowered employees. Whereas the role of the manager in industry is to apply empowerment, this same role falls on the teacher in the classroom. The teacher has the ability to empower their students. Several examples are taken from William Byham's book, "Zapp: the Lightning of Empowerment." These examples provide a good insight into empowerment. He has published a new book entitled, "Zapp in Education."

The topic of teamwork can be broken down into several areas; the nature of teams, why teams are important, the rules for good team behavior, the four stages of team development, and resolving problems in a team. There are generally two types of teams, a special project team or a self-directed team. The special project team is established for a particular project and is the most familiar type. The self-directed team tends to be permanent, has authority to make decisions within certain limitations, and is usually the most productive.

Under the umbrella of empowerment/teamwork is a module on leadership. This module explains the importance of leadership versus the old authoritarian style of management. There is also discussion about leaders cultivating vision, values, and constancy of purpose. The students will need to understand constancy of purpose which will enable them to remain focused. All of these skills can be learned through training.

Training is a key area in teamwork. The teams have to be trained in order to accomplish their tasks. For example, if the team is going to do research on a particular subject in school, they will need to know library skills. This module also presents techniques in communication skills, methods for effective interpersonal relationships, how to conduct meetings, and problem solving. There is a separate Total Quality Management module on problem solving with tools to solve technical problems as well as interpersonal problems. Training in problem solving should be a priority for teams.

In summary, allowing a team to be empowered lets the team become effective and dynamic.

EMPOWERMENT/TEAMWORK

NARRATIVE:

The module on Empowerment/Teamwork is really a very comprehensive module. Not only does it cover employee empowerment and teamwork, it also covers the areas of leadership/shared vision and training, as well as providing a team exercise that will employ all of the other sections of this module.

EMPOWERMENT:

The section on empowerment was primarily taken from the books by William Byham. These books are entitled "Zapp in Education" and "Zapp: The Lightning of Empowerment". Empowerment is passing on authority and responsibility. Empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs. The key point of empowerment is that it does not occur until the employee actually has the authority and feels a sense of ownership and control. A person may delegate work or authority to another person, but empowerment does not occur until the person who receives that delegation actually experiences a sense of ownership and control.

Byham uses the words, "Sapp" and "Zapp", in explaining empowerment. "Zapp" describes a situation where a person is empowered as in lightning striking them and empowering them (i.e, the term "Zapp"). Byham also uses the term "Sapp" to mean the opposite of empowerment. I can relate to this when I experience the feeling that my energy has been "sapped" from me and I have absolutely no empowerment. There doesn't seem to be a good antonym for the word "empowerment" so during this module we will just use the word "Sapp". On page 19 are some good examples of what tends to "Sapp" people. On page 20 are situations where persons can feel "Sapped" or they can feel empowered. In looking at these, one will find many situations where they are currently "Sapped" but would like to be "Zapped".

I believe it is unique that, on the list on page 20, a teacher clearly knows their job counts for something and also, that their job is part of who they are. These are a couple of situations that I think are unique in the teaching profession. This allows the teacher to have a sense of empowerment in part of their job, whereas, they may not sense the empowerment in everything.

For empowerment to work, people need direction, knowledge, resources and support. One aspect of this, which may be somewhat unique to teachers and is one of the resources teachers need most, is time. There never seems to be enough time to get everything done that needs to be done because the teacher has the responsibility for meeting the class everyday. The basic 8 hours a day routine of the teacher leaves little time to develop new programs and/or to do the level of planning that teachers would prefer. This does not mean

there are not other resources the teachers are lacking, such as materials and, perhaps, some extra money to accomplish a task, but I believe the primary resource that is missing for teachers is time.

Empowered teams actually allow empowerment to spread throughout a group. If a team is in place, the members of this team will tend to give some authority to other members of the team which leads to empowerment. On page 26 are some ideas on how to improve empowered teams and some ideas on the responsibilities empowered teams could have.

Along with empowerment, as was mentioned before, comes authority and responsibility. But also, along with empowerment, comes accountability. A person, or team, who is willing to be empowered must also be willing to become accountable for their actions. This isn't totally negative because accountability can be very positive. Accountability can also lead to rewards. Accountability can also lead to penalties, if the project or the action doesn't prove to be positive. It is important that people understand, if they are truly empowered they become accountable. I believe this to be very positive because I believe those people who are willing to accept empowerment, are willing to be accountable for their deeds. It's, too often the fact today, in education, not only with the teacher but the students, they really don't have the opportunity to be accountable for their work. I believe accountability can be a positive aspect of empowerment.

The person who really has the most power over empowerment is the empowered person's immediate boss or supervisor. For a teacher, this would be the principal or another supervisor of that teacher. From the point of view of the student, the teacher has the ability to empower. This is a positive aspect because the teachers themselves have control over empowerment in their classroom(s). They may choose to empower their students, which I think would be a very positive situation. In this way, the student could learn to be empowered, a skill they will need when they enter the "work world". Ideas regarding the following steps on how to implement empowerment can be found on page 30.

- 1. The first of these steps is; the person doing the empowering must be committed to it themselves.
- 2. The second step is; those people being empowered need a certain level of training in order to understand what it means.
- 3. The third step is to start small with a small group or a small project. This will teach people to be comfortable with the level of empowerment.
- 4. The fourth step is to make sure there is a clear scope, mission and objective established for the project or for the group.

The progress must be monitored and the one who is doing the empowering must coach, as necessary. It is very important not to desert people when they are first being empowered.

If deserted, they will find it, in many cases, a negative experience and will become unwilling to be empowered in the future. It is also important to understand that everything will not be perfect in the early stages of empowerment. There will be a lot of "give and take", a lot of going slowly and a lot of making mistakes. The person doing the empowering must be willing to accept some mistakes early in this process. It's also very important to understand that successes must be praised. One thing to remember, in the area of empowerment, is that sharing the power will build powerful people.

TEAMWORK:

Teamwork and self-directed teams are a very important concept within the Total Quality Management. I will not try to go into the depth of detail, in this narrative, that can be found in the areas of teamwork or self-directed teams, but I will try to cover the major points as I see them. Much more background information is provided here for the person that may be interested in doing further study in teamwork.

Following are the two types of teams:

- 1. The first type of team is, what I call, the **PROJECT TEAM**. This is a team put together to perform a particular project. For instance, in the school, this could be a team doing a particular research paper. Members of the class will work together until the research paper is completed. This would be a project team.

- 2. The second type of team is what is called in industry, the **SELF-DIRECTED TEAM**. This is a team that has responsibility for longer periods of time and makes many of their own decisions. An example of this could be the English department in high school. They work together all year and make many decisions concerning how they will teach the courses, the curriculum they will cover and how they will cover it. This would be a self-directed team. Self-directed teams tend to be in place for long periods of time.

Teamwork is defined as "a group of individuals working together to reach a common goal." A couple of key points can be made from within that definition. The first one is "working together" and the second is they must have a "common goal". (Several pages will discuss "why teamwork is important" and "benefits from being team players".) Page 39 points out several good "rules of thumb" regarding teams. In the classroom, students should be placed in teams of 4 - 6 people, with 6 being the maximum. Whereas, in industry, a larger number is more efficient. Another key "rule of thumb" is that there should be a set time that teams meet. In the classroom, for example, this could be every Friday for an established period of time.

Page 40 points out some potential ethical team standards. I feel it is extremely important that two things be done before teams are started.

- 1. First, teams should establish some ethical team standards to work within. There are times when the students, or anyone else, will work under ethical standards when working as a team, whereas these ethics or values may not be their norm outside of the team. Teams generally tend to use ethical team standards during team interactions. Therefore, it is important that these ethical standards be established prior to the team's meeting because, if they are not, it may lead to conflicts.

- 2. Secondly, it is important to establish some guidelines and/or rules. These could be things like,

  a. "people will always come to meetings",

  b. "we will always solve problems using good problem solving techniques",

  c. "decisions within the team will be by consensus."

In summary, ethical team standards, and ground rules for team conduct, should be established well before a team is started. If not, this could lead to much conflict.

Peter Scholtes, in his book, "The Team Handbook", describes four roles on a team.

- 1. The first of these is the **LEADER**. The leader is not, necessarily, always the manager, or the boss, but is the one who tends to lead team behavior.

- 2. The second person is the **FACILITATOR**. This is the person who makes sure things are done and all materials are in place.

- 3. The third role on a team, is that of **TECHNICAL EXPERT**. This is the person, or persons, everyone will ask for an opinion on technical matters. There can be more than one technical expert on a team.

- 4. The fourth role is that of **QUALITY ADVISOR**. This person makes sure the work is done on time and that the finished product meets the agreed to objectives that were set up ahead of time.

Glenn Parker, in his book, "Team Players and Teamwork", describes four team player styles. These are not in conflict with the roles on a team. In fact, both the roles on a team and the team player styles can be seen at the same time in team interactions. The four styles are:

o 1. **CONTRIBUTOR**: These people tend to be the productive people on the team. They're the ones that get the work done

o 2. **COLLABORATOR**: This person tends to see the "big picture" and is willing to pitch in and work outside defined roles to keep sight of the objectives of the team.

o 3. **COMMUNICATOR**: This is the person who makes sure everybody understands what is going on and builds an informal and relaxed climate. Most people see the communicator as a positive "people" person.

o 4. **CHALLENGER**: (I call this one the "devil's advocate") This is the person who is always challenging the team to make sure the team is committed to what it is doing and has made all the right decisions. The challenger will tend to take an opposite position to the rest of the team during any discussion to make sure the team has talked through all possibilities. It is important to realize the challenger's role is key to a team. It is also important that a person not always take on the role of the challenger because this person can be considered negative if they are continually challenging.

It is extremely important that each of these different styles be in place within a team. Every effort should be made to train people to fulfil each style so that if a style, or styles, are not being filled, they can and will step in and take on that style. If all of the members on a team are of one type, the team will never make any progress.

There are four stages of team development. This is probably one of the most important aspects of teamwork.

o 1. The first stage is that of **GETTING STARTED**. It is called "**FORMING**" the team. This is the period of time when the team is organized.

o 2. The second stage is called "**STORMING**". This is when the team tends to go in circles and there is typically conflict (i.e., a disagreement over what the objectives are, taking a position, choosing up sides, etc.). This stage could go on for a long period of time.

o. 3. The third stage is "**NORMING**" or "**GETTING ON COURSE**". This is when the team members finally realize they need to get the job accomplished and reach a common goal and agree on how to work together. I would define this

stage as when we, "see the light at the end of the tunnel." Usually, when talking with team members, you find that when this stage comes along, they will say, "I can see how we'll get there from here."

o 4. The fourth stage is called "**PERFORMING**", or sometimes "**FULL SPEED AHEAD**" and comes after "forming" occurs. This stage occurs when the team becomes very productive and gets a lot accomplished. It is not uncommon, during the performance stage, that when the project is over, the team will want to continue working together thinking that they can solve anything. This is truly an indicator of a team that has worked through all the stages of team development.

These four stages of team development must all come into play. If a team is not given time, it may find itself in the storming stage and never really become productive. Often, teams are reorganized because the feeling is they will never get anything accomplished. Too often, this is done before they have had enough time to work through the "storming" stage. It is important to let students know these four stages of development exist, so they won't be as frustrated when they work in teams.

On pages 49 and 50 are many of the feelings and behaviors that occur during these four stages of team development. I have found these to be very useful in understanding where a team is, and also in understanding your own feelings when working with teams. On pages 53 and 54 are some ingredients and guidelines for building successful teams.

It is also important to understand what makes ineffective teams, so you can steer away from these aspects. Some of the reasons for ineffective teams are shown on page 58. On page 61 is the definition of a self-directed team. Self-directed teams tend to be made up of small groups of people empowered to manage themselves and the work they do, on a day-to-day basis. The reason self-directed teams tend to be successful is those closest to the work know how to do it best, and most employees, students or teachers want to own their jobs and make meaningful contributions.

The second most important aspect in teamwork, I have found, is in the area of team dynamics and team conflict. Starting on page 71 are some pages on understanding team dynamics and team problems. Although different approaches are given to reacting to team problems, I tend to like the one Glenn Parker uses in his book, "Team Players and Teamwork". He describes five different methods for resolving team conflict. Conflict itself is generally negative, although there are some positive aspects of it. Used here, I will define "conflict" as a "healthy disagreement" or a "difference of opinion that needs to be resolved". I will not use conflict in the terms of a fight or very strong emotion, although in many situations, disagreements can lead to strong emotions if they are not resolved.

The five methods of resolving team conflict are:

- 1. The first of these is **DENIAL**. In this case, the team members tend to ignore that conflict exists and will call it "healthy discussion".

- 2. The second method of resolving conflict is called "**SMOOTHING OVER**". This is very much like denial, where people say, "The differences are trivial and unimportant. Perhaps it will just go away."

- 3. The third way of resolving conflict is **POWER**. Sometimes, it is the easiest way for the person who is the leader of the team to just say, "We are going to do it this way." and therefore stop the conflict and move on. This is not positive because it leads to "hard feelings".

- 4. The fourth, and probably the most common, way of resolving team conflict is in the area of **COMPROMISE**. Many people think compromising is positive. When people take one side or the other, what comes to pass is that neither side wins and both sides tend to be very upset and disappointed.

- 5. The best way to resolve team conflict is to use some good **PROBLEM SOLVING** tools. That's why it is important that one of the first things teams learn is problem solving skills.

There are some pages starting with page 80 that describe active listening, general meeting rules and how to conduct meetings for teams. I believe that these are very useful tools in teamwork.

LEADERSHIP/SHARED VISION:

Warren Bennis, in his book "Why Leaders Can't Lead" says, "Leaders are people who do the right thing. Managers are people who do things right. Americans, and probably those in much of the rest of the world, are under led and over managed. They do not pay enough attention to doing the right things while paying too much attention to doing things right." Management is designed for getting results. Some of the jobs of management have historically been planning, organizing, staffing, directing, coordinating and controlling. These are probably acceptable in an organization that is constant and unchanging and is designed to continue doing the same thing over and over again.

Leadership is really designed to improve systems instead of the things mentioned above, which are shown on page 88. Leading is establishing a vision, enlightening an organization, empowering the people, coaching and caring for what is going on versus controlling. William Glasser defines leadership as "boss management versus lead management". This is shown on page 91. I like the use of the words "lead" and "management" together because truly, in leadership, there is a level of management required. If a person is only a leader,

they can be a visionary and actually accomplish very little. It is important that, not only does a person lead, but they also accomplish tasks.

William Glasser's definition of a "boss-manager" portrays this person as one who is very authoritarian. Dr. Glasser defines a "lead-manager" as one who can lead, share with others and actually spread enthusiasm. Again, I like the term "lead-management" and I like the characteristics that Glasser attributes to this "lead-manager".

On page 94, James Kouzes and Barry Posner, in their audio tape series entitled "What Followers Expect from Their Leaders" describe the characteristics of leadership as honesty, integrity, competency, forward-looking and inspiring. These are characteristics, supplied by followers, referring to successful leaders. On page 100 is a list of how leaders lose their credibility. These tend to be through insensitivity to others, unpredictability, misuse of power and lack of honesty. It is very important that leaders learn there is more to leadership than "just being the boss". Kouzes and Posner have said, "There are three major roles of leaders. They are, to provide a vision, values and actions." These characteristics are described on pages 102 through 119.

In the area of Total Quality Management, one of the first tasks leadership of any organization should undertake, once they understand the need to change, is to establish a vision for their organization. This vision should be established by leadership and the people within the organization, if possible, working together. This shared vision is really what is important for an organization. An organization must also establish and publish its values. Again, these two areas, visions and values, I find to be extremely important and necessary for an organization to be successful.

TRAINING:

Training is a very important aspect of Total Quality Management. Many of the principles of Total Quality Management will be new to people. Therefore, there will be a need for training. In the area of teamwork, skills in personal development such as understanding team dynamics, as well as skills such as problem solving, will be needed in order for the teams to be effective.

One of the aspects, which seems to be pointed out in the literature, is that leadership, or management, work well as co-trainers in providing training. This tends to allow the employees (workers) to see the importance of the particular training they are receiving, and also gives the opportunity for the leader to understand this training. On page 127, the concept of having the manager provide knowledge through such things as mission and vision statements and goals while allowing the professional trainer to build the skills that require more detailed knowledge of the subject matter is presented. I think this can be a very useful combination of trainers and management in providing training.

" EMPLOYEE EMPOWERMENT "

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WHAT DOES "EMPOWERING" MEAN?

Empowering, is passing on authority and responsibility. Empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

" PEOPLES WHOSE LIVES ARE AFFECTED BY A DECISION MUST BE A PART OF THE PROCESS OF ARRIVING AT THAT DECISION. "

– John Naisbitt, Megatrends

THREE DIMENSIONS OF EMPOWERMENT

1. ALIGNMENT:

- All employees know the organization's mission, vision, values, policies, objectives and methodologies.
- Gain Employee commitment to them (above items).

2. CAPABILITY:

- Employees must have ability, skills and knowledge needed to do their jobs.
- They must have the resources required: materials, methods and machines.

3. MUTUAL TRUST:

- Employees can trust their managers.
- Their managers trust them.

– Adapted from Arthur Tenner and Irving DeToro, Total Quality Management

CLIMBING THE COMPLIANCE LADDER TO COMMITMENT

COMMITMENT: Wants it. Will make it happen. Creates whatever "laws" (structures) are needed.

ENROLLMENT: Wants it. Will do whatever can be done in the "spirit of the law."

GENUINE COMPLIANCE: Sees the benefit. Does everything expected and more. Follows the "letter of the law." Good soldier."

FORMAL COMPLIANCE: On the whole sees the benefits. Does what's expected and no more. "Pretty good soldier."

GRUDGING COMPLIANCE: Does not see the benefits but does not want to lose job. Does enough of what's expected because he or she has to but also lets it be known that he or she is not really on board.

NONCOMPLIANCE: Does not see the benefits and will not do what is expected. "I won't do it; you can't make me.

APATHY: Neither for it nor against it. No interest. No energy. "Is it five o'clock yet?"

-- Adapted from Peter M. Senge, <u>The Fifth Discipline</u>

EXAMPLES OF WHAT "SAPPS" PEOPLE

- Confusion
- Lack of Trust
- Not Being Listened To
- No Time to Solve Problems
- Bureaucratic Office Politics
- Someone Solving Problems for You
- No Time to Work on Bigger Issues
- Not Knowing Whether You are Succeeding
- Across-the-Board Rules and Regulations
- A Boss Taking Credit for Others' Ideas
- Not Enough Resources to Do the Job Well
- Believing that You Can't Make a Difference
- A Job Simplified to the Point that It Has no Meaning
- People Treated Exactly the Same, Like Interchangeable Parts

-- William C. Byham, Zapp: The Lightning of Empowerment

"SAPPED" VERSUS "ZAPPED"

	When you have been "Sapped," you feel like...	**When you have been "Zapped," you feel like..**
YOUR JOB:	Belongs to the Company	Belongs to You
YOU ARE:	Just Doing Whatever You Are Told	Responsible
YOUR JOB:	Doesn't Really Matter	Counts for Something
YOU:	Don't Know How Well You're Doing	Know Where You Stand
YOU:	Always have to Keep Your Mouth Shut	Have Some Say In How Things are Done
YOUR JOB:	Is Something Different From Who You Are	Is a Part of Who You Are
YOU HAVE:	Little or No Control Over Your Work	Some Control Over Your Work

-- William C. Byham, Zapp: The Lightning of Empowerment

COACHING STEPS

1. Explain purpose and importance of what you are trying to teach.

2. Explain the process to be used.

3. Show how it is done.

4. Observe while the person practices the process.

5. Provide immediate and specific feedback (coach again or reinforce success).

6. Express confidence in the person's ability to be successful.

7. Agree on follow-up actions.

– William C. Byham, Zapp: The Lightning of Empowerment

FOR EMPOWERMENT TO WORK

PEOPLE NEED:

- **DIRECTION** (key result areas, goals, measurements)
- **KNOWLEDGE** (skills, training, information, goals)
- **RESOURCES** (tools, materials, facilities, money)
- **SUPPORT** (approval, coaching, feedback, encouragement)

-- William C. Byham, Zapp: The Lightning of Empowerment

EMPOWERMENT

WITH EMPOWERMENT COMES:

- AUTHORITY
- RESPONSIBILITY
- ACCOUNTABILITY

STEPS OF PROCESS IMPROVEMENT
(DEGREES OF EMPLOYEE INVOLVEMENT AT EACH STEP)

Process Improvement Step	Degree of Involvement: Low Involvement	Medium Involvement	High Involvement
1. Define problem	Manager defines customers, requirements, and necessary processes	Group proposes opportunity; manager approves	Team defines opportunity as next stage in continuous improvement
2. Identify and document processes	Manager or staff documents processes	Group works with staff to document processes	Team documents and flowcharts processes
3. Measure performance	Manager collects data but shares little	Manager defines data for group to collect	Team determines what data to collect and gets them
4. Understand why	Manager analyzes data and draws conclusions	Manager suggests causal factors and group confirms	Team analyzes data, determines root causes and understands variation
5. Develop and test ideas	Manager defines improvements	Manager suggests alternatives for group to evaluate	Team identifies and tests alternative solution
6. Implement solutions and evaluate	Manager drives implementation and evaluates outcome	Group implements solution and shares evaluation with manager	Team has responsibility and authority to implement solution and track results

– Adapted from Arthur Tenner and Irving DeToro, Total Quality Management

EMPOWERED TEAMS

- CREATING TEAMS SPREADS EMPOWERMENT THROUGH A GROUP.

- AN EMPOWERED TEAM IS MORE PRODUCTIVE THAN A GROUP OF EMPOWERED INDIVIDUALS.

- THE MORE DECISIONS A TEAM CAN MAKE, THE MORE EMPOWERMENT IT HAS.

-- William C. Byham, Zapp: The Lightning of Empowerment

WAYS TO IMPROVE

EMPOWERED TEAMS

- GIVE THE TEAM A SAY IN WHO WORKS ON THE TEAM.
- ESTABLISH A MISSION FOR THE TEAM.
- PROVIDE TIME AND PLACES FOR THE TEAM TO MEET.
- PROVIDE TECHNICAL TRAINING AT "THE TEACHABLE MOMENT."
- PROVIDE "PEOPLE" SKILLS FOR INTERACTING, SOLVING PROBLEMS, MAKING DECISIONS, AND TAKING ACTIONS.

--- William C. Byham, Zapp: The Lightning of Empowerment

EMPOWERED TEAMS

POSSIBLE RESPONSIBILITIES:

- DETERMINE WHO WORKS ON WHAT.
- HANDLE ABSENTEEISM AND PERFORMANCE ISSUES.
- GET INVOLVED IN ALL ASPECTS OF THEIR WORK.
- SELECT THEIR OWN TEAM LEADER FROM THEIR RANKS.
- FIND OPPORTUNITIES TO IMPROVE QUALITY AND PRODUCTIVITY (AND WORK TO REALIZE THOSE OPPORTUNITIES).

-- William C. Byham, Zapp: The Lightning of Empowerment

WHO DETERMINES HOW MUCH EMPOWERMENT AN EMPLOYEE HAS

- THE PERSON'S IMMEDIATE BOSS (THE GROUP LEADER).
- THE OTHER PEOPLE WHO AFFECT THE PERSON'S JOB (SUPPLIERS, SERVICES, SUPPORT).
- HIGHER MANAGEMENT
- THE ORGANIZATION AND ITS SYSTEMS

BY FAR, THE MOST IMPORTANT EMPOWERING INFLUENCE IS THE SUPERVISOR OR MANAGER TO WHOM THE EMPLOYEE DIRECTLY WORKS.

-- William C. Byham, Zapp: The Lightning of Empowerment

MANAGEMENT'S ROLE IN SPREADING EMPOWERMENT

- PROTECT PEOPLE FROM THE DEVALUING THINGS THAT THE COMPANY MIGHT ATTEMPT TO PUT UPON THEM WHILE SUPPORTING AND ENCOURAGING THE EMPOWERING THINGS THE COMPANY CAN OFFER.

- BE SURE THAT SUBORDINATE MANAGERS HAVE THE SKILLS REQUIRED TO EMPOWER (AND IF THEY DON'T, GET THEM INTO TRAINING).

- COACH SUBORDINATE MANAGERS IN HOW TO USE AND IMPROVE THEIR SKILLS IN EMPOWERING.

- REWARD PERFORMANCE RESULTING FROM EMPOWERMENT.

OVERALL: CREATE AN ENVIRONMENT WHERE EMPOWERMENT CAN HAPPEN.

-- William C. Byham, Zapp: The Lightning of Empowerment

EMPOWERMENT

STEPS TO IMPLEMENTATION:

1. Commitment of the One Doing the Empowering
2. Train Subordinates
3. Start Small (small group and/or small project)
4. Establish Clear Scope, Mission and Objectives
5. Monitor Progress and Coach as Necessary (don't desert them)
6. Be Willing to Accept Some Early Mistakes
7. Praise Successes

REMEMBER:

" Sharing the Power Builds Powerful People."

" EMPOWERMENT WITHOUT PURPOSE

IS ANARCHY. "

-- Susan Leddick, Governor's Conference on Quality and Education, 1992

CD:QUOTE41

" TEAMWORK / SELF - DIRECTED TEAMS "

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TEAMWORK

CONTENTS:

1. Teamwork
2 Self-Directed Teams
3. Team Leadership
4. Team Dynamics/Conflict Resolution
5. Consensus Techniques
6. Listening Skills
7. Effective Meetings

What is Teamwork?

Teamwork is a group of individuals working together to reach a common goal.

-- Adapted from Arthur Tenner and Irving DeToro, Total Quality Management

The Goal of Teams:

Highly effective teams are composed of groups of committed individuals who trust each other; have a clear sense of purpose about their work; are effective communicators within and outside the team; make sure everyone in the team is involved in decisions affecting the group; and follow a process that helps them plan, make decisions, and ensure the quality of their work.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

REASONS WHY TEAMWORK IS IMPORTANT

- More efficient
- Provides better employee morale
- Reduces cycle time
- More adaptive
- Enhances cooperation
- Helps handle diversity
- Self-management is a desire of employees
- Better handles complexity

-- Glenn M. Parker, Team Players and Teamwork

" COMPETITION WITHIN AN ORGANIZATION WASTES SCARCE RESOURCES. "

-- David Leigh

BENEFITS OF PEOPLE BEING TEAM PLAYERS *

BENEFITS	RANK
Greater productivity	1
Effective use of resources	1
Better problem solving	1
Better quality products and services	2
Creativity and innovation	3
Higher-quality decisions	3

* Survey of fifty-one companies

-- Glenn M. Parker, Team Players and Teamwork

GOOD RULES OF "THUMB" REGARDING TEAMS (SUGGESTED)

- The average size of a work team ranges from six to twelve people.
- Research in industrial and social psychology indicates that too many participants can hinder the group process.
- Teams may hold brief meetings at the beginning of shifts and longer meetings (two to three hours) once or twice a month to discuss specific team issues.
- At GE, team members meet for twenty minutes to an hour-either once a week or twice a month.
- Monogram Credit Corporation holds five-minute meetings every morning in addition to weekly, one-hour team sessions for problem solving.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

ETHICAL TEAM STANDARDS

- Be truthful, sincere and forthright and do not lie, cheat or deceive
- Be honest, principled and courageous and do not adopt an "end justifies the means" philosophy
- Keep promises, fulfill commitments, and do not interpret agreements in an overly technical or legalistic manner in order to escape compliance
- Be open-minded, treat people equally, tolerate diversity and not take unfair advantage of another person's difficulties
- Accept responsibility for their decisions and the consequences of their activities

-- Adapted from "Ethical Values and Principles," Spring/Summer, 1988

KEY FACTORS IN TEAM DEVELOPMENT

COMMITMENT:

Team members see themselves as belonging to a team rather than as individuals who operate autonomously. They are committed to group goals above and beyond their personal goals.

TRUST:

Team members have faith in each other to honor their commitments, maintain confidences, support each other, and generally behave in a consistent and predictably acceptable fashion.

PURPOSE:

The team understands how it fits into the overall business of the organization. Team members know their roles, feel a sense of ownership, and can see how they make a difference.

COMMUNICATION:

Communication refers to the style and extent of interactions both among members and between members and those outside the team. It also refers to the way that members handle conflict, decision making, and day-to-day interactions.

INVOLVEMENT:

Everyone has a role in the team. Despite differences, team members must feel a sense of partnership with each other. Contributions are respected and solicited, and a real consensus is established before committing the team to action.

PROCESS ORIENTATION:

Once a team has a clear purpose (why it's together and where it's going), it must have a process or means to get there. The process should include problem-solving tools, planning techniques, regular meetings, meeting agendas and minutes, and accepted ways of dealing with problems.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

ROLES ON A TEAM

1. LEADER

2. FACILITATOR

3. TECHNICAL EXPERT

4. QUALITY ADVISOR

-- Peter Scholtes, The Team Handbook

TEAM--PLAYER STYLES

CONTRIBUTOR:

- Task-oriented team member
- Enjoys providing team with good technical information and data
- Pushes the team to set high performance standards
- Most people see the contributor as dependable

COLLABORATOR:

- Goal-directed team member
- Flexible and open to new ideas, willing to pitch in and work outside defined role
- Able to share the limelight with other team members
- Most people see the collaborator as a "big-picture" person

COMMUNICATOR:

- Process-oriented team member
- An effective listener and facilitator of involvement, conflict resolution, and consensus building
- Helps build an informal and relaxed climate
- Most people see the communicator as a positive people person

CHALLENGER:

- Member who questions the goals, methods, and even the ethics of the team
- Willing to disagree with the leader or higher authority
- Encourages the team to take well-conceived risks
- Most people appreciate the value of the challenger's candor and openness

-- Adapted from Glenn M. Parker, Team Players and Teamwork

STAGES OF TEAM DEVELOPMENT

STAGE 1: FORMING (GETTING STARTED)

STAGE 2: STORMING (GOING IN CIRCLES)

STAGE 3: NORMING (GETTING ON COURSE)

STAGE 4: PERFORMING (FULL SPEED AHEAD)

-- Wellins, Byham & Wilson, Empowered Teams

-- B.W. Tuckerman, Development in Small Groups

STAGE ONE: GETTING STARTED

FACTOR INDICATORS:

COMMITMENT:

The team isn't really a team. Individuals are at the "Who am I?" stage. They question each other and withhold their full participation.

TRUST:

Trust consists of "wait and see." There is as yet no basis to build upon.

PURPOSE:

In general, the purpose and mission of the team are understood but do not yet motivate.

COMMUNICATION:

Communication is mostly tentative; it goes from leader to members and back again in the form of questions and explanations.

INVOLVEMENT:

Involvement is mixed. More assertive members may hold center stage.

PROCESS ORIENTATION:

The process is new and unfamiliar. Individuals might be confused and are apt to rely on diverse individual experiences.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

STAGE TWO: GOING IN CIRCLES

FACTOR INDICATORS:

COMMITMENT:

Commitment tends to be toward subgroups, not toward the team as a whole.

TRUST:

Members sort out those they trust, those they don't trust, and those who are still unknown.

PURPOSE:

The team is developing a greater sense of purpose but needs reassurance and guidance.

COMMUNICATION:

As members assert themselves, conflicts arise. Communication may be direct and aggressive.

INVOLVEMENT:

Some members still dominate the group.

PROCESS ORIENTATION:

"Standard" processes are just beginning to emerge, but are still unfamiliar and difficult for the team to use.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

STAGE THREE: GETTING ON COURSE

FACTOR INDICATORS:

COMMITMENT:
Team members are committed to getting the job done.

TRUST:
Members are developing trust based on the experience of working together.

PURPOSE:
The focus is on performance and achieving the team goals.

COMMUNICATION:
Primarily, task-oriented communication exists within the team. Team members begin to develop relationships with support groups outside the team.

INVOLVEMENT:
Most members are comfortable with their roles in the team.

PROCESS ORIENTATION:
Team processes become more fluid and, thus, more natural.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

STAGE FOUR: FULL SPEED AHEAD

FACTOR INDICATORS:

COMMITMENT:

The team is committed both to the organization and to itself.

TRUST:

Trust is extended openly. It is a more stable commodity than mistrust. For new members, failure is engineered out of the system.

PURPOSE:

A clear vision and sense of mission are maintained. The team is also flexible and able to adapt to changing business demands.

COMMUNICATION:

Communication is complex. It is self-initiated on an as-needed basis. Frequent team meetings, once an invariant fact of life, may even be sacrificed to the changing communication needs of this group.

INVOLVEMENT:

Involvement is constant within the team. Even reticent members become involved, making presentations and taking leadership roles. Teams might be involved in product and process innovations.

PROCESS ORIENTATION:

Team processes are a regular part of work and are no longer seen as add-ons; in fact, they are second nature. Continuous improvement and quality become internal values.

– Adapted from Wellins, Byham & Wilson, Empowered Teams

STAGES OF TEAM GROWTH

FEELINGS DURING:

STAGE 1: FORMING

- Excitement, anticipation, and optimism
- Pride in being chosen for the project
- Initial, tentative attachment to the team
- Suspicion, fear, and anxiety about the job ahead

STAGE 2: STORMING

- Resistance to the task and to quality improvement approaches different from what each individual member is comfortable using
- Sharp fluctuations in attitude about the team and the project's chance of success

STAGE 3: NORMING

- A new ability to express criticism constructively
- Acceptance of membership in the team
- Relief that it seems everything is going to work out

STAGE 4: PERFORMING

- Members having insights into personal and group processes, and better understanding of each other's strengths and weaknesses
- Satisfaction at the team's progress

-- Peter Scholtes, The Team Handbook

STAGES OF TEAM GROWTH

BEHAVIORS DURING:

STAGE 1: FORMING

- Attempts to define the task and decide how it will be accomplished
- Attempts to determine acceptable group behavior and how to deal with group problems.
- Decisions on what information needs to be gathered
- Lofty, abstract discussions of concepts and issues; or, for some members, impatience with these discussions
- Discussion of symptoms or problems not relevant to the task; difficulty in identifying relevant problems
- Complaints about the organization and barriers to the task

STAGE 2: STORMING

- Arguing among members even when they agree on the same real issue
- Defensiveness and competition; factions and "choosing sides"
- Questioning the wisdom of those who selected this project and appointed the other members to the team
- Establishing unrealistic goals; concern about excessive work
- A perceived "pecking order"; disunity, increased tension, and jealousy

STAGE 3: NORMING

- An attempt to achieve harmony by avoiding conflict
- More friendliness, confiding in each other and sharing of personal problems; discussing the team's dynamics
- A sense of team cohesion, a common spirit and goals
- Establishing and maintaining team ground rules and boundaries ("the norms")

STAGE 4: PERFORMING

- Constructive self-change
- Ability to prevent or work through group problems
- Close attachment to the team

-- Peter Scholtes, The Team Handbook

CRITICAL TEAM MEMBER DIMENSIONS

DIMENSION	IMPORTANCE TO TEAMS
Ability to Learn (Applied Learning)	Multiskilling/job rotation
Analysis (Problem Identification)'	Team solves its own problems
Attention to Detail	Focus on continuous improvement
Influence	Persuades other inside and outside the organization
Initiative	Emphasis on continual improvement
Job Fit (Motivation to Work in an Empowered Setting)	Job satisfaction, reduction of turnover, team "owns" decisions
Judgment (Problem Solution)	Quality/productivity/team issues
Oral Communication	Presents ideas to others
Planning and Organizing (Work Management)	Team determines work/production scheduling
Teamwork (Cooperation)	Team members work with others on their own work team and on other teams
Technical/Professional Proficiency	Job rotation/multiskilling
Tolerance for Stress	Handles ambiguity/stress related to new demands and roles
Training and Coaching	Team members teach and train each other
Work Standards	Quality/productivity focus

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

TEAM SHARED--LEADERSHIP RESPONSIBILITIES

TASK

1. **Initiating:** proposing tasks, goals or actions; defining group problems; suggesting a procedure

2. **Offering Facts:** giving expression of feeling; giving an opinion

3. **Seeking Information:** asking for opinions, facts, feelings

4. **Clarifying:** interpreting or elaborating ideas; asking questions in an effort to understand or promote understanding

5. **Coordinating/Summarizing:** pulling together related ideas; restating suggestions; offering a decision or conclusion for the group to consider

6. **Reality Testing:** making a critical analysis of an idea; testing an idea against some data; trying to see if the idea would work

PROCESS

1. **Harmonizing:** attempting to reconcile disagreements; reducing tension; getting people to explore differences

2. **Gatekeeping:** helping others to participate; keeping communication channels open; facilitating the participation of others

3. **Consensus Testing:** asking if a group is nearing a decision; sending up a trial balloon to test a possible conclusion

4. **Encouraging:** being friendly, warm, and responsive to others; indicating (by facial expression or remark) an interest in others' contributions

5. **Compromising:** when one's own idea or status is involved in a conflict, offering a compromise that yields status; modifying your view in the interest of group cohesion or growth

-- Adapted from Glenn M. Parker, Team Players and Teamwork

INGREDIENTS FOR A SUCCESSFUL TEAM

1. Clarity in Team Goals
2. An Improvement Plan
3. Clearly Defined Roles
4. Clear Communications
5. Beneficial Team Behavior
6. Well-defined Decision Procedures
7. Balanced Participation
8. Established Ground Rules
9. Awareness of the Group Process
10. Use of the Scientific Approach

-- Peter Scholtes, The Team Handbook

GUIDELINES FOR BUILDING A SUCCESSFUL TEAM

1. MANAGEMENT SUPPORT
2. CLEAR CHARTER
3. BIAS FOR ACTION
4. SKILLS
5. TRAINING
6. FACILITATORS
7. START SMALL
8. LIFE CYCLE
9. CELEBRATE

-- Adapted from Arthur Tenner and Irving DeToro, Total Quality Management

KEY POINTS FOR TEAM IMPLEMENTATION

- DESIGN CAREFUL, THOUGHTFUL, WELL-PLANNED IMPLEMENTATION
- SET REALISTIC GOALS
- PROVIDE APPROPRIATE TRAINING
- TEAMS SHOULD BE PART OF AN OVERALL STRATEGY
- ALWAYS LOOK BACK

– Adapted from Wellins, Byham & Wilson, Empowered Teams

CRITERIA FOR EVALUATING TEAM PERFORMANCE

1. GOALS:

- Are goals understood and supported by all team members and by management?
- Are goals realistic--ambitious but achievable?
- Are the goals within the scope of ownership of the team members or the supporting manager?
- Do the goals contribute to the mission, vision, and objectives of the organization?

2. ROLES:

- Do all members know and fulfill their responsibilities to the team?

3. PROCESS:

- Has a structured, defined, disciplined process been followed by the team in pursuit of its goal? (such as problem solving)

4. DEVELOPMENT:

- As a result of involvement on the team, have all members learned new concepts, tools, or techniques that they can apply to their own work outside of the team?

5. INNOVATION:

- Did the team question conventional wisdom and traditional approaches?
- Did the team find new ways to attack old problems?
- Did the team recommend an entirely new approach that both improves customer satisfaction and reduce costs?

6. RESULTS:

- Did the team achieve its goal?
- Does the solution permanently improve the underlying work process? (Note: Results usually arrive incrementally, and rarely as dramatic breakthroughs.)

-- Adapted from Arthur Tenner and Irving DeToro, Total Quality Management

CHARACTERISTICS OF AN EFFECTIVE TEAM

1. Clear Purpose	The vision, mission, goal, or task of the team has been defined and is now accepted by everyone. There is an action plan.
2. Informality	The climate tends to be informal, comfortable, and relaxed. There are no obvious tensions or signs of boredom.
3. Participation	There is much discussion and everyone is encouraged to participate.
4. Listening	The members use effective listening techniques such as questioning, paraphrasing, and summarizing to get out ideas.
5. Civilized Disagreement	There is disagreement, but the team is comfortable with this and shows no signs of avoiding, smoothing over, or suppressing conflict.
6. Consensus Decisions	For important decisions, the goal is substantial but not necessarily unanimous agreement through open discussion of everyone's ideas, avoidance of formal voting, or easy compromises.
7. Open Communications	Team members feel free to express their feelings on the tasks as well as on the group's operation. There are few hidden agendas. Communication takes place outside of meetings.
8. Clear Roles and Work Assignments	There are clear expectations about the roles played by each team member. When action is taken, clear assignments are made, accepted, and carried out. Work is fairly distributed among team members.
9. Shared Leadership	While the team has a formal leader, leadership functions shift from time to time depending upon the circumstances, the needs of the group, and the skills of the members. The formal leader models the appropriate behavior and helps establish positive norms.
10. External Relations	The team spends time developing key outside relationships, mobilizing resources, and building credibility with important players in other parts of the organization.
11. Style Diversity	The team has a broad spectrum of team-player types including members who emphasize attention to task, goal setting, focus on process, and questions about how the team is functioning.
12. Self-Assessment	Periodically, the team stops to examine how well it is functioning and what may be interfering with its effectiveness.

– Glenn M. Parker, Team Players and Teamwork

REASONS FOR INEFFECTIVE TEAMS

1. We have rather low expectations of groups ("a camel is a horse designed by a committee").

2. We do not know the ingredients of an effective team.

3. We tend to ignore or smother the conflict which is inherent in groups.

4. We believe the success of the team depends solely upon the leader.

5. We do not pay attention to group maintenance or process needs.

6. Effective teams are impossible within an autocratic management style.

-- D.M. McGregor, The Human Side of Enterprise

THE INEFFECTIVE TEAM

SIGNS OF TROUBLE:

- You cannot easily describe the team's mission.
- The meetings are formal, stuffy, or tense.
- There is a great deal of participation but little accomplishment.
- There is talk but not much communication.
- Disagreements are aired in private conversations after the meeting.
- Decisions tend to be made by the formal leader with little meaningful involvement of other team members.
- Members are not open with each other because trust is low.
- There is confusion or disagreement about roles or work assignments.
- People in other parts of the organization who are critical to the success of the team are not cooperating.
- The team is overloaded with people who have the same team-player style.
- The team has been in existence for at least three months and has never assessed its functioning.

-- Adapted from Glenn M. Parker, Team Players and Teamwork

"IN THE END, ALL BUSINESS
OPERATIONS CAN BE REDUCED TO THREE
WORDS: PEOPLE, PRODUCTS, AND PROFITS.
UNLESS YOU'VE GOT A GOOD TEAM, YOU
CAN'T DO MUCH WITH THE OTHER TWO."

-- Lee Iacocca

"NO MATTER WHAT YOUR BUSINESS,
THOSE TEAMS
ARE THE WAVE OF THE FUTURE."

-- Jerry Junkins, CEO of Texas Instruments

SELF--DIRECTED TEAMS:

- Self-directed work teams are small groups of people empowered to manage themselves and the work they do on a day-to-day basis.

- They are different from other types of teams or"teamwork" in that self-directed teams are formal, permanent organizational structures or units that perform and manage work.

SELF--DIRECTED WORK TEAM:

- A Self-directed work team is an intact group of employees who are responsible for a "whole" work process or segment that delivers a product or service to an internal or external customer. To varying degrees, team members work together to improve their operations, handle day-to-day problems, and plan and control their work. In other words, they are responsible not only for getting work done but also for managing themselves.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

CONCEPT OF TEAM GROWTH:

Work teams grow more empowered as they increase ownership of their processes. Typically, that ownership grows from production activities (doing the job) to production control (coordinating the job) to leadership (group support and team governance). Becoming a self-directed work team is an evolutionary process. Work teams don't spring up overnight. People adapt over time to greater degrees of responsibility, self-direction, and empowerment.

ASSUMPTIONS BEHIND SUCCESS OF SELF-DIRECTED TEAMS:

1. Those closest to the work know best how to perform and improve their jobs.

2. Most employees want to feel that they "own" their jobs and are making meaningful contributions to the effectiveness of their organizations.

3. Teams provide possibilities for empowerment that are not available to individual employees.

TRANSITION OF LEADERSHIP RESPONSIBILITIES:

Shifts in responsibilities don't occur overnight. In fact, most organizations talk about a time span of two to five years to develop fully empowered teams.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

SELF-DIRECTED WORK TEAM:

CHARACTERISTICS:

- They are empowered to share various management and leadership function.
- They plan, control, and improve their own work processes.
- They set their own goals and inspect their own work.
- They often create their own schedules and review their performance as a group.
- They may prepare their own budgets and coordinate their own work with other departments.
- They usually order materials, keep inventories, and deal with suppliers.
- They frequently are responsible for acquiring any new training they might need.
- They may hire their own replacements or assume responsibility for disciplining their own members.
- They--not others, outside the team--take responsibility for the quality of their products or services.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

Primary Reasons Cited for Moving Toward Self-Directed Teams

Cited As Primary Reason	Respondents (%)
Quality	38
Productivity	22
Reduced operating costs	17
Job satisfaction	12
Restructuring	5
Other	6

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

WIIFMS (What's In It For Me?)

- Greater Earning Potential.
- Task Variety.
- Job Control.
- Participation in Organizational Decisions.

– Adapted from Wellins, Byham & Wilson, Empowered Teams

Key Differences Between Traditional Organizations and Empowered Team Organizations

Element	Traditional Organizations	Self-Directed Teams
Organizational structure	Layered/individual	Flat/team
Job design	Narrow single-task	Whole Process/ multiple-task
Management role	Direct/control	Coach/facilitate
Leadership	Top-down	Shared with team
Information flow	Controlled/limited	Open/shared
Rewards	Individual/seniority	Team-based/skills-based
Job process	Managers plan, control, improve	Teams plan, control, improve

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

ROLL-OUT OPTIONS

TYPE OF IMPLEMENTATION	ADVANTAGES	DISADVANTAGES
Pilot area (single, self directed team)	• Easy to start • Easy to control	• Feelings of isolation (being in a fishbowl) • Difficult for team to share problems and learn from others • Other areas of the organization feel neglected
Phased-in conversion	• Moderately easy to manage • Design teams learns it goes	• Confusing to juggle traditional systems with new systems over time • Requires more planning
Total immersion	• No one feels out • All systems change at once (no need to maintain dual systems)	• Requires the most planning • Maybe un settling and confusing • Entails the most risk • Requires the most commitment

– Adapted from Wellins, Byham & Wilson, Empowered Teams

" PARTICIPATIVE TEAMS ARE
THE MOST APPROPRIATE STRUCTURE FOR
KEEPING AHEAD OF CHANGE. "

-- Rosabeth Moss Kanter, The Change Masters

LEADERSHIP WITHIN THE TEAM:

Team leader or team coordinator. Usually the team leader is not a member of management but is, in fact, a team member who is willing and able to take on some of the coordination functions for the team.

THREE HATS:

1. Administrator:
   - The administrator helps the team to meet its objectives through goal setting, problem solving, and other group processes.
2. Coach:
   - The coach focuses on helping the team develop as it matures.
3. Advisor:
   - The adviser provides the team with the necessary technical support, being careful to convey the skills and knowledge team members need to make their own decisions.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

SUCCESSFUL TEAM--BUILDING STRATEGIES FOR TEAM LEADERS

- Get to Know the Team
- Define the Team's Purpose
- Clarify Roles
- Establish Norms
  - We honor our commitments.
  - We are willing to disagree.
  - We are willing to allow disagreement.
  - We attend all meetings.
  - We start meetings on time.
  - We pitch in and help each other.
  - We maintain confidentiality.
- Draw up a Game Plan
- Encourage Questions
- Share the Limelight
- Be Participatory
- Celebrate Accomplishments
- Assess Team Effectiveness

-- Adapted from Glenn M. Parker, Team Players and Teamwork

TEN COMMON GROUP PROBLEMS

1. Floundering
2. Overbearing participants
3. Dominating participants
4. Reluctant participants
5. Unquestioned acceptance of opinion as facts
6. Rush to accomplishment
7. Attribution
8. Discounts and "plops"
9. Wanderlust: digression and tangents
10. Feuding members

-- Peter Scholtes, The Team Handbook

GUIDELINES FOR CONSTRUCTIVE FEEDBACK

1. Acknowledge the need for feedback
2. Give both positive and negative feedback
3. Understand the context
4. Know when to give feedback
5. Know how to give feedback
   - o Be descriptive
   - o Don't use labels
   - o Don't exaggerate
   - o Don't be judgmental
   - o Speak for yourself
   - o Talk first about yourself, not about the other person
   - o Phrase the issue as a statement, not a question
   - o Restrict your feedback to things you know for certain
   - o Help people hear and accept your compliments when giving positive feedback
6. Know how to receive feedback
   - o Breathe
   - o Listen carefully
   - o Ask questions for clarity
   - o Acknowledge the feedback
   - o Acknowledge valid points
   - o Take time to sort out what you heard

-- Peter Scholtes, The Team Handbook

EASY-TO-REMEMBER GUIDE FOR CONSTRUCTIVE FEEDBACK

SEQUENCE	EXPLANATION
1. "When you...."	Start with a "When you..." statement that describes the behavior without judgement, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.
2. "I feel...."	Tell how their behavior affects you. if you need more than a word or two to describe the feeling, it's probably just some variation of joy, sorrow, anger, or fear.
3. "Because I..."	Now say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.
4. (Pause for discussion)	Let the other person respond.
5. "I would like.."	Describe the change you want the other person to consider.....
6. "Because....."	...and why you think the change will alleviate the problem.
7. "What do you think?"	Listen to the other person's response. Be prepared to discuss options and compromise on a solution.

-- Peter Scholtes, The Team Handbook

DEALING WITH THE INEFFECTIVE TEAM--PLAYER

- Listen
- Meet Privately
- Reestablish Team Norms
- Negotiate
- Positive Reinforcement
- Contact the Person's Boss
- Confront the Person (Privately if Possible
- Zap the Person

-- Adapted from Glenn M. Parker, Team Players and Teamwork

GUIDELINES FOR REACTING TO GROUP PROBLEMS

- Anticipate and prevent group problems whenever possible.

- Think of each problem as a group problem. (85/15 rule)

- Neither over-react nor under-react. A leader's range of responses typically includes:

    - Do nothing (non-intervention)
    - Off-line conversation (minimal intervention)
    - Impersonal group time (low intervention)
    - Off-line confrontation (medium intervention)
    - In-group confrontation (high intervention)
    - Expulsion from the group **(Do Not Use This Option)**

-- Peter Scholtes, The Team Handbook

ASPECTS OF CONFLICT

DESTRUCTIVE	CONSTRUCTIVE
Diverts energy from more important activities and issues	Opens up issues of importance resulting in their clarification
Destroys the morale of people or reinforces poor self-concepts	Results in the solution of problems
Polarizes groups so they increase internal cohesiveness and reduce intergroup cooperation	Increases the involvement of individuals in issues of importance to them
Deepens differences in values	Causes authentic communication to occur
Produces irresponsible and regrettable behavior such as name-calling and fighting	Serves as a release for pent-up emotion, anxiety, and stress
	Helps build cohesiveness among people sharing in the conflict, celebrating in its settlement, and learning more about each other
	Helps individuals grow personally and apply what they learn to future situations

– Adapted from L.B. Hart, Learning From Conflict

METHODS OF RESOLVING CONFLICT

DENIAL:

- Team members do not recognize dissension.
- Team members do not acknowledge the existence of dissention.
- If asked, team members may call it "healthy discussion."

SMOOTHING OVER:

- The first cousin to denial.
- May be admitted but characterized as "trivial."
- Everyone secretly wishes "it" would go away.
- Some think that "talking about it will only make things worse."
- A favorite ploy to smother conflict is the use of humor.

POWER:

- The simplest, cleanest, and easiest way is for one person to decide the outcome.
- Team members may defer to the team leader or "the boss" for "the word."
- Subtle version is for team to discuss the issue until a deadline approaches, then use "power" steps to "save time" or "move along."

COMPROMISE:

- The most deceptive and seductive method of conflict resolution.
- Like cotton candy, it looks good on the outside but when you are finished, it is not very satisfying.
- Compromise may be a "bad" solution for everyone.
- It may be used when team members want to avoid the work of problem solving.

PROBLEM SOLVING:

- It is the most difficult but potentially the most satisfying method.
- Causes team members to acknowledge that some differences exist.
- Use problem solving techniques to resolve them.

-- Adapted from Glenn M. Parker, Team Players and Teamwork

CONSENSUS TECHNIQUES

SHOULD BE USED WHEN:

- There is no clear answer.
- There is no single expert in the group.
- Commitment to the decision is essential.
- Sufficient time is available.

RULES FOR USING:

DO's	DON'T's
Use active listening skills	Horse-trade
Involve as many members as possible	Vote
Seek out the reasons behind arguments; dig for the facts	Agree just to avoid "rocking the boat."

-- Adapted from Glenn M. Parker, Team Players and Teamwork

FOUR COMMUNICATION SKILLS

RANKED BY TIME SPENT DEVELOPING THE SKILL:

1. Reading
2. Writing
3. Speaking
4. Listening

RANKED BY ORDER NEEDED IN THE BUSINESS WORLD:

1. Listening
2. Speaking
3. Writing
4. Reading

-- Glenn M. Parker, Team Players and Teamwork

ACTIVE LISTENING

Use of Active Listening:	Examples:
1. To convey interest in what the other person is saying	I see!
2. To encourage the individual to expand further on their thinking	Yes, go on. Tell us more.
3. To help the individual clarify the problem in their own thinking	Then the problem as you see it is . . . .
4. To get the individual to hear what they have said in the way it sounded to others	This is your decision then, and the reasons are . . . . If I understand you correctly, you are saying that we should . . . . .
5. To pull out the key ideas from a long statement or discussion	Your major point is . . . . . You feel that we should . . .
6. To respond to a person's feelings more than to their words	You feel strongly that . . . . You do not believe that . . .
7. To summarize specific points of agreement and disagreement as a basis for further discussion	We seem to be agreed on the following points . . . . . , but we seem to need further clarification on these points . . . . .
8. To express a consensus of group feeling	As a result of this discussion, we as a group seem to feel that . . . . .

-- Glenn M. Parker, Team Players and Teamwork

GENERAL MEETING RULES

- Make Sure the Participants are Aware of the Purpose of the Meeting Prior to the Meeting
- Make sure that the team has the authority to make decisions at the meeting. Otherwise the meeting may be a waste of time.
- Start the Meeting on Time
- Use Agendas
  - Include Action Plan Updates and
  - Future Action Plans
- Have a Facilitator
- Take Minutes
- Draft Next Agenda
- Evaluate the Meeting
- Adhere to the "100-Mile Rule"
- End the Meeting on Schedule

-- Adapted from Peter Scholtes, The Team Handbook

MEETING RECORDS

KEEP MEETING RECORDS ON:

- Decisions and Problems Discussed
- Agendas
- Minutes
- Action Items Discussed:
  - Responsible Person
  - Action Taken
  - Date Action Implemented
  - Any Follow-up Action Required?
  - Action Item Closed/Pending?
- New Action Items Identified:
  - Description of Action Item
  - Person Assigned Action
  - Date Resolution or Status Report Due
- Master Action Item Log

-- Adapted from Peter Scholtes, The Team Handbook

" SAMPLE" MEETING AGENDA

TRAVIS HIGH SCHOOL
SITE BASED DECISION MAKING TEAM

Regular Meeting
Monday, April 6, 1993
4:00 - 5:00
Conference Room A-1

AGENDA:

4:00	Welcome	Dr. William Jones
4:05	Minutes of Last Meeting	Shirley Hernandez
4:10	Review of Pending Action Items	Joyce Jackson
4:30	Report on Tech Prep Conference	Faye McFarland/ Jesse Guerra
4:45	Discussion	Committee
4:50	New Action Items	Joyce Jackson
4:55	Meeting Summary	Dr.William Jones

C:\TEAM12

" LEADERSHIP / SHARED VISION "

Prepared by

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June 1, 1993

C:LEADSHIP.CVR

"IN FACT, TO OUR KNOWLEDGE, EVERY SUCCESSFUL QUALITY REVOLUTION HAS INCLUDED THE PARTICIPATION OF UPPER MANAGEMENT. WE KNOW OF **NO EXCEPTIONS.**"

-- Joseph M. Juran

"LEADERS ARE PEOPLE WHO DO THE RIGHT THING; MANAGERS ARE PEOPLE WHO DO THINGS RIGHT...AMERICANS (AND PROBABLY THOSE IN MUCH OF THE REST OF THE WORLD) ARE UNDERLED AND OVERMANAGED. THEY DO NOT PAY ENOUGH ATTENTION TO DOING THE RIGHT THINGS, WHILE PAYING TOO MUCH ATTENTION TO DOING THINGS RIGHT."

-- Warren Bennis, Why Leaders Can't Lead

LEADERSHIP

GETTING RESULTS

IMPROVING SYSTEMS

-- Arthur Tenner and Irving DeToro, Total Quality Mangement

THE PATRIARCHAL CONTRACT
BASIS OF BUREAUCRACY

- SUBMIT TO AUTHORITY
- DENY SELF-EXPRESSION
- SACRIFICE FOR UNNAMED FUTURE REWARDS
- BELIEVE THAT THESE REQUIREMENTS ARE JUST

-- Peter Block

LEADERSHIP

SIX FUNDAMENTAL QUESTIONS LEADERS SHOULD ASK (AND ANSWER):

1. Why do we exist; what is our purpose? (**mission**)

2. What will we look like in the future? What do we want to become? (**vision**)

3. What do we believe in, and what do we want everyone to abide by? (**values**)

4. What guidance will we provide to the many individuals in our organization as to how they should provide products and services to our customers? (**policy**)

5. What are the long- and short-term accomplishments that will enable us to fulfill our mission and attain our vision? (**goals and objectives**)

6. How are we going to move toward our vision and accomplish our goals and objectives? (**methodology**)

-- Arthur Tenner and Irving DeToro, Total Quality Management

LEADERSHIP

"BOSS" VS. "LEAD" MANAGEMENT:

A BOSS:	A LEADER:
DRIVES	LEADS
RELIES ON AUTHORITY	RELIES ON COOPERATION
SAYS "I"	SAYS "WE"
CREATES FEAR	CREATES CONFIDENCE
KNOWS HOW	SHOWS HOW
CREATES RESENTMENT	BREEDS ENTHUSIASM
FIXES BLAME	FIXES MISTAKES
MAKES WORK DRUDGERY	MAKES WORK INTERESTING

THREE MANAGEMENT STYLES

-- AUTHORITARIAN MANAGEMENT:

-- Do this, do this, do this...

-- In 1983, the largest number of firms going out of business were the authoritarian

-- PARTICIPATIVE MANAGEMENT:

-- Everybody's called together and everybody discusses what they want to do; the workers and the managers, everybody -- then they do it, then they go out of business

-- CONSULTIVE MANAGEMENT:

-- Bringing people in, getting their views, making sure we modify things to get people involved... but you, the boss, make up your own mind. That's the best.

-- It may be the best management, but it is not, in the United States, the accepted management.

-- Rosabeth Moss Kanter, Harvard

LEADERSHIP

THREE SOURCES OF A LEADER'S POWER:

1. FORMAL POWER OF POSITION

2. POWER OF KNOWLEDGE

3. POWER OF PERSONALITY

" A SUCCESSFUL LEADER DEVELOPS KNOWLEDGE AND PERSONALITY SO THAT PEOPLE WILL COME TO THEM FOR HELP AND ADVICE. THIS LEADER USES THE FORMAL POWER OF POSITION SPARINGLY AND ONLY TO MAKE FUNDAMENTAL CHANGES. "

-- W. Edwards Deming

LEADERSHIP

CHARACTERISTICS OF LEADERS:

--- HONESTY / INTEGRITY

--- COMPETENCY

--- FORWARD LOOKING

--- INSPIRING

-- From tapes: "What Followers Expect from Their Leaders", by James Kouzes and Barry Posner

" PEOPLE CANNOT BE MANAGED.

INVENTORIES CAN BE MANAGED, BUT

PEOPLE MUST BE LED. "

-- H. Ross Perot

LEADERSHIP

CHARACTERISTICS OF FOLLOWERS:

--- HONESTY / INTEGRITY

--- COMPETENCY

--- DEPENDABILITY (LOYALTY)

--- COOPERATIVE (TEAM PLAYER)

-- From tapes: **"What Followers Expect from Their Leaders"**, by
James Kouzes and Barry Posner

ATTRIBUTES OF A LEADER:

- Creates More Leaders
- Focuses on Customers
- Knows When to Coach and When to Judge
- Removes Obstacles to Joy of Work
- Understands Variation
- Works to Improve Systems
- Creates Trust
- Forgives Mistakes
- Listens
- Improves Continually Their Education

– Arthur Tenner and Irving DeToro, Total Quality Management

FIVE ACTIONS SUCCESSFUL LEADERS TAKE:

1. Challenge the Process
2. Inspire a Shared Vision
3. Enable Others to Act
4. Model the Way ("Walk the Talk")
5. Encourage the Heart

– Kouzes and Posner, The Leadership Challenge

LEADERSHIP

TEN COMMITMENTS OF LEADERSHIP:

Challenge the Process
1. Search for Opportunities
2. Experiment and Take Chances

Inspire a Shared Vision
3. Envision the Future
4. Enlist Others

Enable Others to Act
5. Foster Collaboration
6. Strengthen Others

Model the Way ("Walk the Talk")
7. Set the Example
8. Plan Small Wins

Encourage the Heart
9. Recognize Individual Contribution
10. Celebrate Accomplishments

– Kouzes and Posner, The Leadership Challenge

LEADERSHIP

GUIDELINES OF A LEADER'S BEHAVIOR:

1. Leaders base decisions on data. Opinions are interesting, but decisions should be based on what you know, not what you think.

2. Leaders are resources, coaches, facilitators for the individuals with whom they work. Employees who are looking to their leaders for direction, decisions, or approvals don't understand your new role. Have you explained the difference? Is your style consistent with your intent?

3. Leaders are actively involved. They learn new skills along with their employees. Being proficient, leaders are then able to assist others in their pursuit of continuous improvement.

4. Leaders build commitment. They assure that everyone understands the organization's mission, vision, values, and goals. Furthermore, leaders assure that everyone knows their individual role and is eager to contribute.

5. Leaders inspire confidence. They extract the best from everyone and encourage personal development.

6. Leaders say thanks. They do so with every imaginable form of monetary and nonmonetary incentive.

– Arthur Tenner and Irving DeToro, Total Quality Management

LEADERSHIP

HOW LEADERS LOSE CREDIBILITY:

--- INSENSITIVITY TO OTHERS

(ARROGANCE, PRIDE, TAKING OTHERS FOR GRANTED)

--- LOSE CONSTANCY

(UNPREDICTABLE)

--- MISUSE THEIR POWER

(SELF VS OTHERS)

--- NOT TELLING THE TRUTH

(LACK OF HONESTY)

-- From tapes: "What Followers Expect from Their Leaders", by James Kouzes and Barry Posner

LEADERSHIP

LEADERS PROVIDE:

--- VISION

--- VALUES

--- ACTIONS

-- From tapes: "What Followers Expect from Their Leaders",
by James Kouzes and Barry Posner

LEADERSHIP

LEADERS PROVIDE:

--- VISION: (A QUEST FOR CHANGE)

-- Search out Challenging Opportunities for Change

-- Experiment, Take Risks

-- Institutionalize the Process for Coming up with Ideas

-- Ask these Questions:

-- How would You like to Change the World?

-- What is a Dream of your work?

-- What Work is Absorbing, Enthralling?

-- From tapes: "What Followers Expect from Their Leaders",
by James Kouzes and Barry Posner

"EVERY COMPANY MUST HAVE A PURPOSE,

A REASON TO BE IN BUSINESS --

THE CORPORATE MISSION."

-- Joseph R. Jablonski

"OUR VISIONS OF THE FUTURE

ARE THE MOST POWERFUL

MOTIVATOR FOR THE FUTURE."

-- Joel Barker

LEADERSHIP

DEVELOPING AN ENABLING AND EMPOWERING VISION:

1. Effective visions are inspiring.

2. Effective visions are clear and challenging--and involve excellence.

3. Effective visions make sense in the marketplace and, by stressing flexibility and execution, stand the test of time.

4. Effective visions must be stable but constantly challenged--and changed at the margin.

5. Effective visions are beacons and controls when all else is up for grabs.

6. Effective visions are aimed at empowering our own people first, customers second.

7. Effective visions prepare people for the future but honor the past.

8. Effective visions are lived in details, not broad strokes.

-- adapted from Tom Peters, Thriving on Chaos

VISION
IMPLEMENT
COMMITMENT
STYLE
SPECIFIC INTENT
OBJECTIVES
METHODOLOGY
BROAD INTENT
GOAL
POLICY
FOUNDATION
MISSION
VALUES
LEADERSHIP
MANAGEMENT

VISION

KEY INGREDIENTS OF VISION:

- Vision needs to be developed by leaders
- Vision must be shared and supported
- Vision must be comprehensive and detailed
- Vision must be positive and inspiring

From the tape: "The Power of Vision" by Joel Barker

TIPS ON DEVELOPING A VISION

- Forget About Being #1 Externally, Look at Yourself
- Don't Be Practical (by using numbers), Be Creative
- Begin With the Customer
- Treat People Better Than You Want to Be Treated
- If It Sounds Like Motherhood, Apple Pie and It's Corny, You're on the Right Track

VISIONS AND VALUES:

- The vision of the organization tells the team in which direction the organization is going and what it plans to accomplish.
- The organization's values tell the team how to accomplish the vision. Values are the subtle control mechanisms that informally sanction or prohibit behavior.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

LEADERSHIP: STEP-BY-STEP GUIDE FOR DEVELOPING KEY STATEMENTS

1. Look to your prior experiences.
2. Fiddle around, but make haste.
3. Try some participation.
4. Clarify over time.
5. Remember, listening is basic.

-- Adapted from Tom Peters, Thriving on Chaos

LEADERSHIP

THREE NOTES OF CAUTION IN DEVELOPING MISSION, VISION, VALUES, POLICY, AND OBJECTIVES:

1. Managers are often more preoccupied with completing the task of formulating these statements and moving on to the next activity. Be aware of the "task"-oriented mentality, and recognize the value of the "process" itself.

2. Using a participative decision-making process to develop fundamental statements does not imply democracy or a need for total consensus. When making major changes in the organization's culture, some individuals invariably disagree with the new direction. Determine which views represent added value and which represent anchors holding the organization to past practices that are inconsistent with the new vision.

3. Having stated that participation is important, be careful not to cross the fine line that separates participation from abdication. The ultimate responsibility for deciding which course to take cannot be delegated.

-- Arthur Tenner and Irving DeToro, Total Quality Management

LEADERSHIP

THREE FATAL FLAWS IN CREATING A VISION:

1. Failure to have a genuine vision---one that is important, challenging, and at the same time realistic.

2. Failure to communicate the vision to the members of the organization.

3. Failure to rally everyone's genuine support.

-- Arthur Tenner and Irving DeToro, Total Quality Management

DEVELOPING AN ENABLING AND EMPOWERING VISION:

1. **Effective visions are inspiring.**

   Steve Jobs at Apple, wanted no less than to start a revolution in the way the average person processed information. Fred Smith, founder of Federal Express, had a vision of truly reliable mail service. The Nordstrom family seeks to create "an experience" with its stores. These leaders were not simply engaged in "market creation," as important as that is. they were engaged in a crusade and asked employees, customers, and suppliers to join them.

2. **Effective visions are clear and challenging--and involve excellence.**

   The visions various leaders conveyed seemed to bring about a confidence on the part of employees, a confidence that instilled in them a belief that they were capable of performing the necessary acts. These leaders were challengers, not coddlers.

3. **Effective visions make sense in the marketplace and, by stressing flexibility and execution, stand the test of time.**

   The vision is paradoxical: it is relatively stable--focusing on superior quality and service, for instance; but it is dynamic, in that it underscores constant improvement. The vision positions the company by defining how the company makes itself distinctly different from all its competitors.

4. **Effective visions must be stable but constantly challenged--and changed at the margin.**

   The vision must act as a compass in a wild and stormy sea, and like a compass, it loses its value if it's not adjusted to take account of its surroundings.

5. **Effective visions are beacons and controls when all else is up for grabs.**

   To turn the vision into a beacon, leaders at all levels must model behaviors consistent with the vision at all times.

6. **Effective visions are aimed at empowering our own people first, customers second.**

7. **Effective visions prepare people for the future but honor the past.**

8. **Effective visions are lived in details, not broad strokes.**

   A vision is concise, encompassing, a picture of sustaining excellence in a major market.

-- adapted from Tom Peters, Triving on Chaos

EXAMPLES OF VISION STATEMENTS:

CURRICULUM DEVELOPMENT

VISION:

- Every student entering the workforce from Texas schools will have a working knowledge of total quality management (TQM) principles and tools.

- Texas classrooms will not only teach TQM theory, but they will also be models of TQM in practice.

MARKETING EDUCATION

CLASS VISION:

Each student successfully completing Marketing Education will have gained skills that will make them a more valuable member of the work force in their chosen occupation. These skills will include not only classroom knowledge but also practical knowledge gained through work experiences.

The student will also enhance their ability to work productively as a part of a team as well as gain competence in customer satisfaction, problem solving and continuous improvement .

VISION

" VISION WITHOUT ACTION IS
MERELY A DREAM.

ACTION WITHOUT VISION JUST
PASSES THE TIME.

VISION WITH ACTION CAN
CHANGE THE WORLD! "

-- Joel Barker

LEADERSHIP

LEADERS PROVIDE:

--- VALUES: (HOPES, DREAMS, ASPIRATIONS)

-- Appeal to Follower's Values

-- Promote Collaboration

-- Collaborative Goals

-- Involve People in Teams

-- Demonstrate Your Values

-- From tapes: "What Followers Expect from Their Leaders",
by James Kouzes and Barry Posner

THE "RIGHT" NUMBER:

FOUR TO SIX ARE A "MANAGEABLE" NUMBER OF VALUES.

-- Adapted from Wellins, Byham & Wilson, Empowered Teams

ESTABLISHING VALUES

- **INVOLVE EVERYONE**
- **ALLOW CUSTOMIZATION**
- **EXPECT, AND ACCEPT, RESISTANCE**
- **KEEP IT SHORT**
- **ESCHEW HOKUM**
- **LEAVE THE SUPREME BEING OUT OF IT**
- **CHALLENGE IT**
- **LIVE THEM**

-- Alan Farnham, Fortune, April 19, 1993

VISION AND VALUES

I/N Tek Mission

The I/N Tek Mission is to produce the most marketable cold-reduced products sold in the United States, maintaining the highest standards in quality, cost, and customer satisfaction through the integration of human resources, equipment, technology, and business systems while providing secure and satisfying employment and an attractive return to investors.

I/N Tek Values

Quality Focus:
We will commit our individual abilities and team efforts to achieve the highest-quality results in all aspects of personal performance, the productive process, and all functions of the organization.

Customer Orientation:
We will seek out and satisfy our customer's needs and constantly strive to exceed their expectations. We recognize that the quality of our products has a powerful impact on our customers' manufacturing process and the quality of their products.

Constant Improvement (Kaizen):
We will continually strive to find better ways to do our work and to grow as individuals.

Participation and Involvement:
We will seek input to find the best solutions to problems and methods of making improvements in the workplace. We will share information, resources, and ideas, and we will develop the skills necessary to maintain an exciting work environment where decisions are made at the lowest appropriate level.

People Focus:
We will ensure a cooperative partnership among all members of I/N Tek in a framework built on mutual trust, respect, and a sense of dignity. We will provide opportunities for all employees to reach their maximum potential and to experience more secure and satisfying employment in a safe and healthy environment.

Cost Consciousness:
We will continually improve operating efficiency and reduce costs based on the recognition that every action we take can influence external as well as internal costs.

Adapted from Wellins, Byham & Wilson, EmpoweredTeams

LEADERSHIP

FIVE CRITERIA FOR DEVELOPING EFFECTIVE OBJECTIVES:

1. Objectives should be definitive and specific.

2. Objectives should describe accomplishments or results, not activities or behaviors.

3. Objectives should be measurable (quantifiable).

4. Objectives should delineate a time frame or deadline.

5. Objectives should be challenging yet achievable (they should be within the control of the responsible business unit and not rely on what might be accomplished by other organizations).

-- A.A. Thompson and A.J Strickland, Strategy Formulation and Implementation

LEADERSHIP

THREE NOTES OF CAUTION IN DEVELOPING MISSION, VISION, VALUES, POLICY, AND OBJECTIVES:

1. Managers are often more preoccupied with completing the task of formulating these statements and moving on to the next activity. Be aware of the "task"-oriented mentality, and recognize the value of the "process" itself.

2. Using a participative decision-making process to develop fundamental statements does not imply democracy or a need for total consensus. When making major changes in the organization's culture, some individuals invariably disagree with the new direction. Determine which views represent added value and which represent anchors holding the organization to past practices that are inconsistent with the new vision.

3. Having stated that participation is important, be careful not to cross the fine line that separates participation from abdication. The ultimate responsibility for deciding which course to take cannot be delegated.

-- Arthur Tenner and Irving DeToro, Total Quality Management

LEADERSHIP

STEP-BY-STEP GUIDE FOR DEVELOPING KEY STATEMENTS:

1. **Look to your prior experiences.**

   You don't come to the table cold. You've been part of the organization for years. What have you learned? What really bugs you? What's been memorable? What seems to have been going on at work when people were really soaring? When they are at each other's throats?

2. **Fiddle around, but make haste.**

   Make lists. Doodle. Write ideas on index cards. Talk with others--from all walks of life--and seek their advice. Reflect on all such numerous inputs--but move fast.

3. **Try some participation.**

   After noodling a bit, you might schedule fifteen meetings in the next thirty days with disparate groups---first-line people from each function, first-line supervisors, suppliers, customers, wholesalers, community leaders. Chat about your ideas. Seek their list of top-ten irritants, their ten best experiences with the company or function, and keep on scratching away.

4. **Clarify over time.**

   Perhaps a two- or three-day session with those who report directly to you is in order. Again, swap stories, dreams, precise internal and market assessments; wallow in the data (mainly anecdotes). Ask them to come to the party with lots of data, gathered by doing their own smaller-scale version of what you've been up to. Maybe the result will be a formal declaration, maybe not. Maybe it will be two flip charts' worth of handwritten ideas that everybody sticks up in his or her own office. Perhaps it will eventually be turned over to a printer and circulated to everyone on wallet-sized cards and posters alike. But then again, maybe it never will.

5. **Remember, listening is basic.**

   Leaders must be superb listeners, particularly to those advocating new or different images of the emerging reality. Successful leaders, we have found, are great askers, and they do pay attention.

-- Adapted from Tom Peters, Thriving on Chaos

LEADERSHIP

LEADERS PROVIDE:

--- ACTION: (SPEND TIME ON THINGS THAT REINFORCE VALUES)

-- Leadership Credo (Guidelines for Excellence)

-- Publish It

-- Examples: Meet Our Commitments, Have Respect and Dignity, Have Fun and Enjoy

-- Guidelines for Action

-- Make a Plan with Deadlines

-- Plan for Some Small Wins Early

-- Celebrate the Milestones (Team Accomplishments)

-- From tapes: "What Followers Expect from Their Leaders", by James Kouzes and Barry Posner

LISTEN

When I ask you to listen to me
and you start giving advice
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why I shouldn't feel that way,
you are trampling on my feelings.

When I ask you to listen to me
and you feel you have to do something to solve my problems,
you have failed me, as strange as that may seem.

Listen! All I asked was that you listen.
Not talk or do - just hear me.
Advice is cheap: 25 cents will get you both Dear Abby and
Billy Graham in the same newspaper.
And I can **DO** for myself; I'm not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do
for myself, you contribute to my fear and weakness.

But when you accept as a simple fact that I do feel what I feel,
no matter how irrational, then I quit trying to convince
you and can get about the business of understanding what's
behind this irrational feeling.
And when that's clear, the answers are obvious and I don't
need advice.

So, please listen and just hear me, and if you want to talk,
wait a minute for your turn; and I'll listen to you.

-- Anonymous

TEN COMMANDMENTS FOR GOOD LISTENING

1. Stop talking. You cannot listen if you are talking.

2. Put the talker at ease. Help them feel that they are free to talk.

3. Show them that you want to listen. Look and act interested. Listen to understand rather than to oppose. Maintain eye contact.

4. Remove distractions. Don't doodle, tap or shuffle papers. It might be quieter to find a room or quiet place to talk.

5. Empathize with the talker. Try to put yourself in their place so that you can see their point of view.

6. Be patient. Allow plenty of time. Do not anticipate what they are going to say. Do not interrupt the talker. Don't start for the door or walk away.

7. Hold your temper. An angry person gets the wrong meaning from words.

8. Go easy on argument and criticism, which will put them on the defensive. They may clam up or get angry. Don't argue: even if you win, you lose.

9. Ask questions. This encourages the talker and shows that you are listening. It helps to develop points further.

10. Stop talking. This is the first and last, because all other commandments depend on it. You cannot do a good listening job while you are talking.

-- Robert M. Fulmer, The New Management

" PEOPLE IN ORGANIZATIONS ARE ALL 'BOSS WATCHERS'. FOR BETTER OR WORSE, WHAT YOU SPEND YOUR TIME ON, (NOT WHAT YOU SERMONIZE ABOUT) WILL BECOME THE ORGANIZATION'S PREOCCUPATION. "

-- Tom Peters, Thriving on Chaos

" IMPORTANCE OF TRAINING "

Prepared by

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June 1, 1993

UNIVERSAL TRAINING NEEDS

3 TYPES:

1. ORIENTATION

   Employees need to understand organization's mission, vision, values, and objectives

   Employees need to know their role in contributing

   Explain TQM

   Expectations of employees

2. PROCESS IMPROVEMENT - 3 SETS OF SKILLS

   Job Knowledge (What to do, How to do it, How to do it better)

   Team Skills (Communications, Interpersonal relations, Team dynamics, Team process, Effective meetings)

   Process analysis (Systematic improvement model, Measurement systems, Data analysis, Charting)

3. PARTICIPATIVE MANAGEMENT

   Less autocratic and directive

   More supportive and participative

--Arthur R. Tenner, "Total Quality Managment"

SELECTING INITIAL IMPROVEMENT PROJECTS

FOUR CRITERIA:

A. Importance

B. Doability

C. Energizing

D. Ownership

ADDITIONAL TRAINING--AS REQUIRED:

- Problem Solving
- Statistical process control
- Benchmarking
- Business-meeting and interpersonal skills

INVOLVING MANAGERS AS COTEACHERS

FOUR BENEFITS:

1. Manager first as participant, then as coteacher (trickle down)
2. Manager's commitment is demonstrated through role as coteacher
3. Employees find supportive, encouraging, reinforced environment created by managers
4. Creates opportunity for managers to address TQM directly

DIVISION OF CLASSROOM RESPONSIBILITIES:

Type of Instruction	Leader	Topics
Provide knowledge	Manager	Mission Vision Goals Concepts of TQM Management's role Improvement opportunities
Build skills	Trainer	Process improvement Problem solving Statistical process control Benchmarking Interpersonal/meeting skills Cost of quality

EMPOWERMENT/TEAMWORK

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